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AUTHOR Herrera, Jan; And Others
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ABSTRACT

Nineteen individuals with outstanding potential as teachers participated in an innovative alternative certification program in Colorado. The project united school districts, a major teacher training institution, and a state education agency in an intensive collaboration to develop new methods of teacher certification while maintaining traditional standards. State-of-the-art training was combined with an intensive internship experience, interaction with a network of professional educators, and access to extensive resources. The program resulted in certification of one Spanish/French, six French, and seven Spanish teachers, and retraining of five teachers. The success of the program is measured by the number of students who will be positively influenced by the quality of instruction provided by the teachers trained and certified in this program and in subsequent programs modeled on it. Fourteen tables are provided. Appendixes include publicity materials, application forms, evaluation instruments, and a three-page resource center inventory listing printed and audiovisual materials. (MSE)

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A COLLABORATIVE PARTNERSHIP

TO IMPROVE FOREIGN LANGUAGE TEACHING IN MIDDLE AND SECONDARY SCHOOLS

THROUGH INNOVATIVE RECRUITING AND TRAINING

1987-88

FINAL REPORT OF THE SECRETARY'S DISCRETIONARY GRANT OF THE UNITED STATES DEPARTMENT OF EDUCATION FUNDED THROUGH THE COLORADO DEPARTMENT OF EDUCATION

William T. Randall
Commissioner

Arvin C. Blome
Assistant Commissioner

Jan Herrera
Project Director

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A COLLABORATIVE PARTNERSHIP TO IMPROVE FOREIGN LANGUAGE TEACHING IN MIDDLE AND SECONDARY SCHOOLS THROUGH INNOVATIVE RECRUITING AND TRAINING

Prepared by

Jan Herrera
Project Director

Jan Rose
Evaluation Consultant

Assisted by

Mary Apodaca, Second Language Consultant

Kathleen Ensz, University Co-Director, French

Lynn Sandstedt, University Co-Director, Spanish

Boyd Dressler, Director
Curriculum and Instruction Unit

Arvin C. Blome, Assistant Commissioner
Office of Federal Relations and Instructional Services

William T. Randall
Commissioner of Education

November 1988

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Grant Management Team

Mary Apodaca ..... Second Language Consultant
Colorado Department of Education

Kathleen Ensz ..... University Co-Director, French
University of Northern Colorado

Jan Herrera ..... Project Director
Colorado Department of Education

Lynn Sandstedt ..... University Co-Director, Spanish
University of Northern Colorado

TABLE OF CONTENTS

EXECUTIVE SUMMARY i

I. BACKGROUND 1

II. IMPLEMENTATION 4

Leadership Structure 4
Colorado Department of Education Resources 4
Evaluation Plan 5
Recruitment Process 5
Application Process 8
Strengths and Weaknesses of Recruitment and Application Processes ..10

III. PROFILE OF PARTICIPANTS 12

IV. TRAINING PROGRAM 16

Individualized Study Programs 16
Delivery Systems 18
Strengths and Weaknesses of the Training Program 19

V. INTERNSHIPS 21

Placements 21
Foreign Language Program Improvement Plans
and Benefits to Master Teachers 23
Evaluation Comparison with Traditional Student Teachers 24
Strengths and Weaknesses of Internships 25

VI. FOLLOW-UP OF PARTICIPANTS IN THE FIELD 26

Teaching Positions, 1988-89 26
Evaluation of First Teaching Assignments 27
Resource Center 29

VII. SUMMARY 30

General Program Strengths and Weaknesses 30
Recommendations for the Future 32

TABLE OF CONTENTS (continued)

APPENDIX A	Publicity Materials	A-1
APPENDIX B	Application Materials	B-1
APPENDIX C	Individual Study Contract	C-1
APPENDIX D	Foreign Language Methodology Course Format	D-1
APPENDIX E	Evaluation Procedure and Instruments	E-1
APPENDIX F	Resource Center Inventory	F-1

LIST OF TABLES

Table I - Profile of Individual Respondents 6
Table II - General Information 12
Table III - Targeted Recruitment 13
Table IV - Accepted Applicants' Colorado Locations 13
Table V - Educational Background 14
Table VI - Previous Teaching Experience 14
Table VII - Academic Majors and Coursework Needed 14
Table VIII - Fields of Employment 15
Table IX - Reasons for Entering Program 15
Table X - Internship Placements 22
Table XI - Evaluation Comparison 25
Table XII - Teaching Positions, 1988-89 27
Table XIII - Participants' Teaching Success 28
Table XIV - Participants' Preparedness 28

EXECUTIVE SUMMARY

Nineteen individuals with outstanding potential as teachers participated in this innovative alternative certification program that led to the realization of their career goals in an efficient and economical manner. This distinctive project united school districts, a major teacher training institution and a state education agency in an intensive collaboration which developed new ways of completing teacher certification while maintaining traditional standards.

The most significant component of this project was the rare blend of state-of-the-art training with an intensive internship experience. This combination was enhanced by interaction with a network of professional educators and also by access to extensive resources. These participants with their varied backgrounds, language skills, knowledge of subject matter, and keen interest in the teaching profession impacted their students and the participating teachers and schools.

The results of this recruitment and training grant were the certification of one French/Spanish, six French, and seven Spanish teachers, and the retraining of five teachers. Of the newly certificated, four French teachers and three Spanish teachers have secured positions, three have accepted positions in other fields, two have continued academic programs, one has chosen substitute teaching, and one has moved to another state and will seek a French/Spanish teaching position when certification in the new state is processed. The five re-trained teachers have returned to previous or new positions.

The true indicator of success will be the contribution of this program to the future. Hundreds of language students will be influenced by these 19 motivated, dedicated, quality teachers. Vast numbers of students will benefit from other teachers trained in subsequent programs modeled on the Collaborative Partnership to Improve Foreign Language Teaching in Middle and Secondary Schools Through Innovative Recruiting and Training.

BACKGROUND

"A Collaborative Partnership to Improve Foreign Language Teaching in Middle and Secondary Schools Through Innovative Recruiting and Training," a grant of the United States Department of Education in the amount of $145,000, was funded through the Office of Federal Relations and Instructional Services of the Colorado Department of Education. This project resulted in 1) the certification and retraining of 19 potential French and Spanish teachers, and 2) tangible benefits to the foreign language programs of 14 schools in rural, urban, and suburban Colorado.

In 1983 the Colorado Board of Education initiated "Operation Renaissance," a project which called for the formation of task forces to study the educational programs of the state. The Foreign Language Task Force made several recommendations, one of which was to suggest that steps be taken to prepare additional teachers to meet the demands of the future. This proposal, submitted to the United States Department of Education for the Secretary's Discretionary Fund, was designed to meet that need.

There were two main goals of the grant: 1) to augment the number of qualified French and Spanish teachers in the state, and 2) to improve and/or enhance the foreign language programs of the schools that participate in the project. Subsidiary goals were: 1) to improve the skills of those already teaching French and Spanish with minimal qualifications, 2) to meet the needs of small, isolated rural districts, 3) to develop a model for alternative and accelerated teacher certification programs, and 4) to enhance the skills of inservice teachers and to advance them toward endorsement in foreign language or North Central approval (minimum hours required to teach additional subjects). The project ran from January 1987 to November 1988. Nineteen qualified participants

were selected; each received from grant funds a stipend of $1125 per quarter while enrolled in a full course load of university study (two quarters maximum), and a stipend of $1250 for a 12-week internship paid by the sponsoring school.

Before designing the proposal the Colorado Department of Education researched the need for foreign language teachers in the state. The information received from school districts and universities throughout the area revealed that, because of increased student enrollment and a limited applicant pool, there was a need for more certificated teachers of French and Spanish. Inquiries of second language-oriented community groups revealed that there were many proficient speakers of French and Spanish interested in the teaching profession who could be candidates for this project. Interest was also expressed by schools for assistance in retraining certificated teachers for the additional subject area of foreign language and/or for the secondary level. This data formed the framework for the proposal design.

In addition to the main and subsidiary goals of the grant, several informal goals were developed as a result of research of other alternative certification programs. A helpful document was "An Exploratory Study of Teacher Alternative Certification and Retraining Programs" by Nancy E. Adelman of Policy Studies Associates, Inc. prepared for the U.S. Department of Education, Planning and Evaluation Service, State and Local Grants Division. This report suggested the need also to consider a program which would:

1) develop a support system and esprit de corps among the participants

2) select a wide range of participants that would include a balance of sexes, regions, languages and backgrounds

3) provide career and academic information and counseling for applicants

4) offer job placement assistance

5) establish professional networking for participants that would lead to future opportunities

6) plan for convenient scheduling of meetings and classes

7) include presentations from classroom teachers as well as university professors in the content of the methodology courses

8) incorporate the recommendations for alternative certification programs from the American Association of Colleges of Teacher Education:

   a. employ a selective admission criteria

   b. utilize a curriculum that includes skills needed for new teachers

   c. provide a supervised internship

   d. use an examination to assure competency in the subject field and in professional studies

IMPLEMENTATION

Leadership Structure

This foreign language recruitment training project was under the leadership of Arvin C. Blome, Assistant Commissioner of Education of the Office of Federal Relations and Instructional Services, and was a part of the Curriculum and Instruction Unit, directed by Boyd Dressler. The Management Team was led by the Project Director. Qualifications of the Director were to include: successful experience as a teacher of Spanish or French, a Master's degree or equivalent in foreign language pedagogy and content, fluency in Spanish or French, and demonstrated leadership ability. Jan Herrera served in this position. The university-based Co-Directors of the team were Kathleen Ensz (French) and Lynn Sandstedt (Spanish), highly respected professors of the University of Northern Colorado whose extensive experience in teacher training and foreign language methodology qualified them for these positions. Completing the team was Mary Apodaca, Second Language Consultant of the Colorado Department of Education, a former teacher of French and Spanish, fluent in both languages with expertise in pedagogy and knowledge of foreign language study in Colorado.

Colorado Department of Education Resources

Many resources of the Colorado Department of Education were involved in the operation of this project. The Teacher Certification Unit provided information about the requirements for the internship experience, the certification process, and necessary documents. The Office of Field Services provided publications on effective teaching, determined school districts where foreign language teachers were needed, and helped identify districts where there were teachers who were needed to teach French or

Spanish but who lacked the required numbers of credit hours of study of the language in question. The Accounting Unit administered the budget transactions. The Colorado Department of Education also provided office facilities and support staff.

Evaluation Plan

The Evaluation Unit of the Colorado Department of Education worked with the Project Director to design an evaluation plan for the grant. In order to evaluate the success of this project, the Evaluation Consultant administered personal and confidential interviews to the 19 participants the master teachers who supervised the interns, school administrators, and university personnel. Aggregated responses of the evaluation interviews identified the strengths and weaknesses of program components. A comparison of evaluations of traditionally-prepared French and Spanish student teachers with the alternative certification interns of this project was another component of the evaluation.

Recruitment Process

The Recruitment Task Force was established to plan for the recruitment of: 1) individuals interested in becoming certificated teachers of French and Spanish, and 2) school districts to financially sponsor an internship placement. Leaders from foreign language organizations throughout the state as well as school district foreign language supervisors and personnel from the Colorado Department of Education were called upon to develop strategies for the promotion and publicity of the project. Organizations notified their members about the grant and identified potential applicants.

Individual Participants -

Targeted groups for applicants were: 1) university-educated immigrants, 2) graduate or undergraduate language majors who had not previously intended to become teachers, 3) public school teachers currently teaching French or Spanish in addition to the endorsed subject area listed on their teaching certificate, 4) teachers with proficiency who were not teaching the language, and 5) teachers in private schools where certification is not required. The publicity efforts resulted in 87 inquiries about the project. A profile of these responses is provided in Table I.

TABLE I
PROFILE OF THE 87 INDIVIDUAL RESPONSES

	Inquiries Only	Completed Applications	Total Responses
Language			
French	14	14	28
Spanish	27	24	51
French & Spanish	4	2	6
Other Language	1	0	1
No Language	1	0	1
Geographical Location			
Urban	25	21	46
Suburban	15	6	21
Rural	7	13	20
Gender			
Female	39	28	67
Male	8	12	20
Educational Background			
Bachelor's Degree	37	32	69
No Degree	10	8	18
Employment			
Non-Teacher	24	15	39
Certificated Teacher	18	14	32
Non-Certificated Teacher (private or post-secondary institutions)	5	11	16

School Participants -

Schools were contacted by the Project Director and the state Second Language Consultant to solicit their involvement in the project. Schools were asked to pay $1250 to sponsor a 12-week internship. Benefits to the participating schools included:

1) Foreign Language Program Improvement/Enhancement Plan being developed to be implemented through the resources of the grant.
2) An intern's serving as a low-cost additional resource person.
3) An intern's providing staff and students a glimpse into his unique background.
4) Potential teaching candidates receiving on-the-job training.
5) Existing faculty's having opportunities for faculty workshops and inservice credit.
6. District's, school's, and master teachers' receiving recognition for their contribution to this national model.

Because of financial constraints, some schools were unable to support a paid internship. An alternative was developed whereby funds from the grant were used to pay for the internship placement. Schools that participated in this manner did not receive the benefit of a Foreign Language Program Improvement/Enhancement Plan.

Application Process

Individual Participants -

All of those individuals who inquired about the grant received advice and guidance relative to their particular career aspirations. Counseling was provided in the areas of career development, employment possibilities and procedures, university programs, and teacher certification. For those whose qualifications and interests met the focus of the grant, the application process began. Forty applications were submitted. Applicants were required to submit the following documents: application form, letter stating interest, background, and commitment to foreign language instruction in Colorado, resume, transcripts, and one letter of recommendation. Upon receipt of the completed application materials, the Project Director conducted an interview with each applicant to determine the applicant's understanding of the American education system, and the extent of his/her experience with American youth, in order to ascertain probable success as a teacher. An unofficial oral proficiency interview in the target language was given and an interview was also held with the appropriate university-based Co-Director. The Selection Committee, comprised of the Management Team and a representative from the Recruitment Task Force, considered the following criteria to choose the nineteen participants:

1) Ratio of Spanish and French participants.
2) Unofficial rating of Intermediate proficiency on the American Council on the Teaching of Foreign Languages/ Educational Testing Services Oral Proficiency Interview. (Higher ratings did not insure selection.)
3) Adequate communication skills in English.

4) Potential success in the accelerated teacher certification program.

5) Commitment to foreign language teaching in Colorado.

6) Potential success as a Spanish or French teacher at the middle or secondary school level.

7) Successful interview -- enthusiasm, sincerity, ideas, ability to articulate desire to participate, and understanding of American culture, especially teenagers.

School Participants -

Schools that were interested in financially supporting this project contacted the Project Director who verified that the schools had strong foreign language programs and master teachers who were recommended by administrators or supervisors. The Director coordinated the placements of interns with the schools, planning for maximum benefit for the school as well as for the intern. Arrangements for placements paid by the funds of the grant were initiated by the Project Director. The qualifications of the schools and master teachers were verified and the placements were again coordinated for mutual benefit of all concerned. These application procedures were completed by correspondence and phone calls between the Project Director and school officials.

Strengths and Weaknesses of Recruitment and Application Processes

Strengths of the recruitment process were:

Recruitment of Individual Participants -

- A balance of inquiries representative of different language groups, geographical areas, gender, educational background, and fields of employment was received. (see Table I)
- All inquirers were provided with extensive information about their individual situations. For example, after reviewing the credentials of one candidate it was found that only minimal coursework was needed in order for her to complete certification and she was able to do this on her own and was hired for a full-time teaching position.

Recruitment of Participating Schools -

- Excellent foreign language programs and master teachers were identified.
- Four individual schools were able to commit a total of $12,500 to financially support the interns of the project.
- Positive support and cooperation were received from schools unable to make financial contributions.
- The school district language coordinators of the Foreign Language Administrators of Colorado organization (FLAC) were dedicated recruiters and liaisons on behalf of the project.

Weaknesses of recruitment process were:

Recruitment of Individual Participants -

. More time was needed between publicity notices and application deadline.

Recruitment of Participating Schools -

. Schools were not able to financially support the internship placements to the extent planned in the project design of the grant proposal.

Strengths of application process were:

Individual Participants -

. The application process was clearly explained.
. The documents required in the application phase were relevant to the selection process.
. Two of the selection criteria that were of key importance were:
  - the unofficial oral proficiency interview (ACTFL/ETS) which indicated potential success in university coursework and in qualifying for internship placement.
  - the English interview in which the applicant indicated an interest and understanding of American culture and teenagers.

Participating Schools -

. The Selection Committee included school district and university representation which benefited the selection.

Weaknesses of the application process were:

Individual Participants -

. More extensive publicity might have broadened the applicant pool.

. It was difficult for some applicants to prepare and submit their credentials by the deadline when international correspondence was necessary.

. Finalists found it difficult to obtain documentation of previous experiences to be considered for possible waiver of requirements.

PROFILE OF PARTICIPANTS

From various locations, cultures, jobs, and fields of study, 19 individuals came to this project to obtain a Colorado Teaching Certificate. Tables II through IX detail their diverse backgrounds.

TABLE II
GENERAL INFORMATION

	No. of Participants
Language	
French	7
Spanish	12
Geographical Location	
Urban	10
Suburban	2
Rural	7
Gender	
Female	16
Male	3
Age	
21-30	3
31-40	9
41-50	6
51-60	1

TABLE III
TARGETED RECRUITMENT

Targeted Candidate Group	No. of Participants
1. Language majors not intending to teach.	5
2. Teachers of other subjects who have French or Spanish proficiency.	5
3. University-educated immigrants.	5
4. Non-language majors with French or Spanish proficiency.	3
5. Certificated teacher not endorsed, but teaching French or Spanish.	1

TABLE IV
ACCEPTED APPLICANTS' COLORADO LOCATIONS

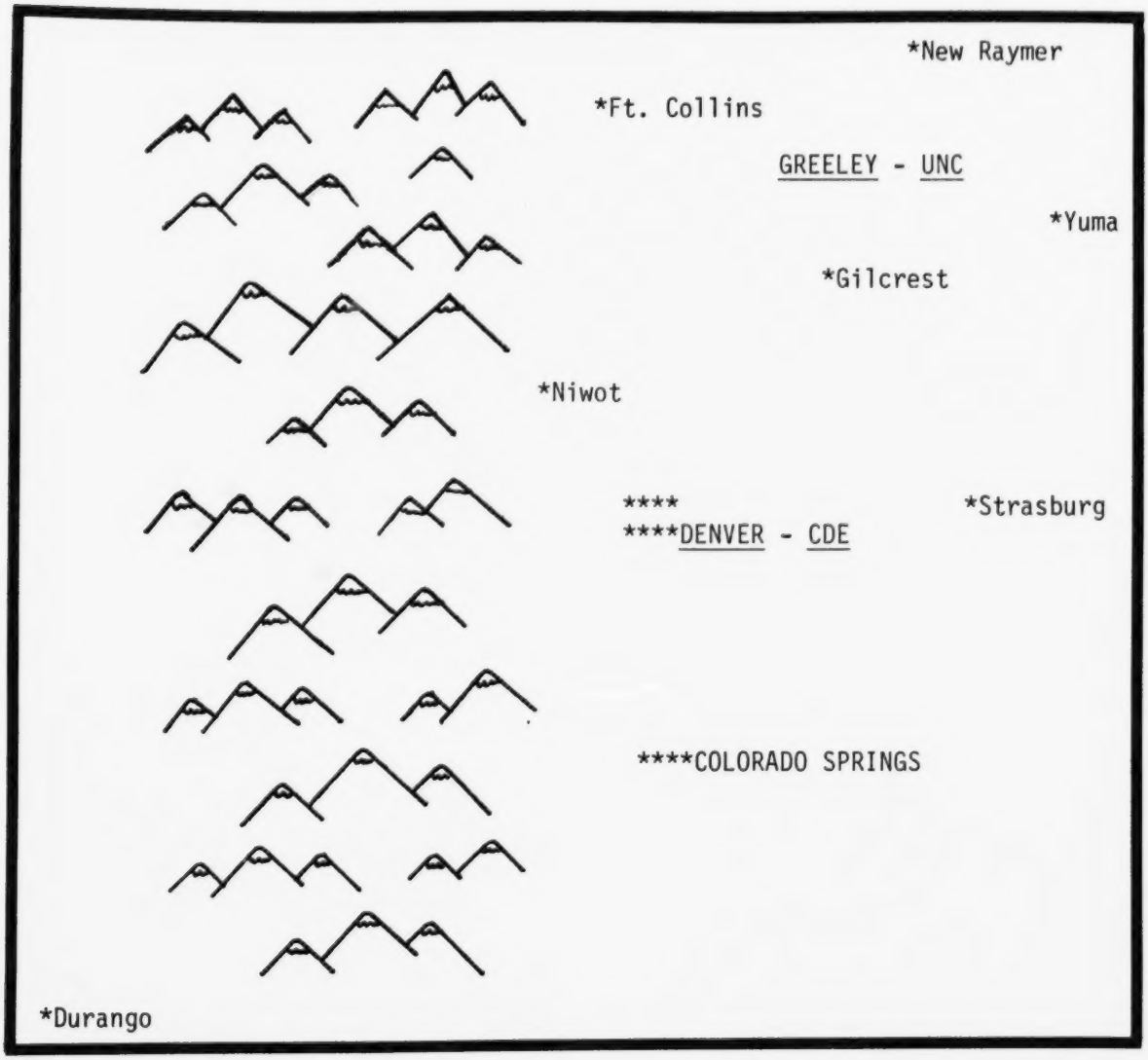

TABLE V
EDUCATIONAL BACKGROUND

Major Field of Study	No. of Participants with Bachelor's Degrees	No. of Participants with Master's Degrees
Spanish	5	2
Elementary Ed.	3	-
English	1	2
Linguistics	-	2
Geography	1	1
Theology	1	1
French	1	-
French/Social Work	1	-
French/Spanish	1	-
Spanish/Russian	1	-
Spanish/Sociology	1	-
Comparative Religion	1	-
Science	1	-
History/English	1	-
International Marketing	-	1

TABLE VI
PREVIOUS TEACHING EXPERIENCE

Previous Teaching Category	No. of Participants
Certificated	6
Informal (youth groups, adult ed., tutoring)	12
None	1

TABLE VII
ACADEMIC MAJORS AND COURSEWORK NEEDED

Major and/or Proficiency	Coursework Needed	Average No. of Quarters for Plan Completion	No. of Participants
French or Spanish	Education	2.6	10
Other major with proficiency in French or Spanish	Education and Language	3.8	4
*Education or other major with certificate, proficiency in French or Spanish	Language	1.6	5

*See Background section, subsidiary goal number 4.

TABLE VIII
FIELDS OF EMPLOYMENT

Job Category	No. of Participants
Teaching	
Adult	5
Elementary	5
Secondary	3
Aide	1
Bank Teller	1
Homemaker	1
Missionary	1
Para-legal	1
Rancher	1

TABLE IX
REASONS FOR ENTERING PROGRAM

Reasons	No. of Participants
Increase training	6
Interest in teaching field	5
Obtain certificate	4
Accelerated schedule	2
Financial assistance	1
Use bilingual skills	1

TRAINING PROGRAM

The University of Northern Colorado (UNC) was selected as the academic institution of the project. Located 60 miles north of Denver in Greeley, UNC is the major teacher training center of the state. Three divisions of the university were involved in the implementation of the project: the Graduate School, the School of Education, and the Departments of Foreign Language and Hispanic Studies. The chairpersons of these departments, Kathleen Ensz and Lynn Sandstedt, were the university-based Co-Directors of the grant team.

Individualized Study Programs

In order to design a model alternative certification and re-training program and to serve the needs of all participants, individualized study programs were designed by the university Co-Directors in cooperation with the Assistant Dean of the School of Education. All participants were required to meet the standards and requirements for teacher certification, but, because of this program, innovative ways of achieving the requirements were explored. After the Graduate School processed each candidate's credentials, the Co-Directors and Assistant Dean met to review his/her experiential and educational background. For each participant it was determined which pedagogical needs could be met through formal classwork and which could be waived based upon documentation of previous work or educational experience. The Co-Directors determined the particepant's needs in French and Spanish coursework. The individual study program also included an internship for 16 of the participants. This field experience was equivalent to student teaching but allowed the intern to earn graduate credit and receive a stipend. Full-time or half-time internships were

required, depending upon prior teaching experience. Interns worked under carefully selected master teachers and were supervised by the Co-Directors of the project. Internships were not designed as part of the individual study program for three of the participants, due to their already-existing teaching assignments.

Participants were also expected to enroll in the special series of foreign language methodology workshops designed by the Co-Directors which coincided with the internship. Master teachers of interns were also invited to attend. The topics covered in these courses were: a historical overview of teaching strategies in the foreign language classroom, an oral proficiency familiarization workshop, achievement testing in the foreign language classroom, development of strategies and activities for communication, and the integration of culture into the daily lesson of the class. Guest speakers and panelists addressed the topics of classroom management, application for a teaching position, and a potpourri of effective teaching activities and strategies.

Because of the variety and complexity of each participant's course of study, individual contracts were drawn up. The contracts were created to clarify expectations and to assure the continuous progress of each student throughout the 18 months of the project. They included a list of all Professional Teacher Education classes (PTE core), French and/or Spanish and foreign language methodology courses to be taken, and other certification endorsement requirements to be met. The contracts were then approved and signed by the Project Director, the Co-Directors, the Assistant Dean of the School of Education, and a Senior Consultant of the Certification Unit of the Colorado Department of Education.

Delivery Systems

In order to expedite the participants' progress in the program, several special arrangements were made for delivery of required courses. Foreign language-oriented pedagogical workshops, designed by the Co-Directors and approved by the School of Education, were provided as alternatives to required courses in the PTE core, and to the field experience courses of Teacher Aiding and Clinical Experience. Two pre-internship field experience courses, which are normally separate requirements of the PTE core, were included as an extension of the internship placement. The foreign language methodology workshops, presented by the Co-Directors and selected classroom teacher consultants, were held in the metro Denver area three weekends on Friday evenings and Saturdays to facilitate attendance by participants.

Another special delivery system available to participants was the annual UNC Summer Institute, which is especially designed to meet the needs of secondary school teachers of foreign languages. Required courses were offered through the institute for those participants needing additional work. Additional study in French and Spanish during the following academic year was necessary for some participants.

Strengths and Weaknesses of the Training Program

Strengths

- Standards and requirements for teacher certification were maintained.
- There was excellent cooperation between the Teacher Certification Unit of CDE and the Teacher Education Center at UNC regarding the development of the individual study contracts.
- Departments and offices of UNC (including Accounting, Admissions, Continuing Education, Graduate School, Housing, Registrar, Student Health, and Teacher Education) provided exceptional assistance in processing project issues and participant problems.
- The UNC language faculty viewed the participants as mature, dedicated, enthusiastic, and motivated. The native speakers were assets to their classes.
- Unique delivery systems (special workshops, Summer Institute, flexible scheduling) allowed participants to accelerate completion of requirements.
- The participants felt that the most useful classes were: 1) School Law, and 2) Foreign Language Methodology.
- The Foreign Language Methodology course was conveniently scheduled and allowed for immersion into the subject. Highlights were presentations of practical strategies by classroom teachers. Master teachers of interns were invited to attend.
- The development of the professionalism of the participants was strongly encouraged, not only by the modeling of professional involvement of the leaders of the project, panelists, and speakers, but also through an awareness of the benefits of participation in the professional organizations of the state, region, and nation.

Weaknesses

. Better communication was needed between the departments of the university. Because of the uniqueness of this model program the traditional chain of command was disrupted, a situation which lead to occasional problems.

. The complex and varied problems of the participants' study programs required an extensive amount of extra time spent on advising them by UNC faculty and personnel.

. Because the individual study programs involved much coursework in the field of education, greater involvement with the UNC School of Education in the initial planning of this program would have been helpful.

. Participants found it difficult to complete the Foreign Language Methodology coursework during the internship.

INTERNSHIPS

Placements

The internship field experience was an integral part of the individual study program. For each of the 15 participants who completed an internship, it was first determined which would be required: a full-time (12 week) or a half-time (6 week) placement. The individual's coursework schedule determined the quarter the internship would occur.

The placements were coordinated to meet the needs of the participants and the schools. For the interns, factors taken into consideration included location of school, level of instruction, and teaching style of the master teacher. Considerations for the schools were: strengths and experiences of the intern, full or half-time placement, and goals of the foreign language department and master teachers to be addressed by the Program Improvement/ Enhancement Plan. Table X illustrates details of the internship placements.

The interns were supervised by the university Co-Directors, specialists in foreign language methodology. They observed the interns in their classrooms throughout the internship period and conferred with the master teacher regarding their progress. Both the university supervisor and the master teacher collaborated regarding the intern's final evaluation.

TABLE X
INTERNSHIP PLACEMENTS

School	District	Location	School Size	Academic Quarter(s)	Number of Interns
School-financed Stipend					
Cherry Creek HS	Cherry Creek 5	Englewood	3,457	Fall/Winter	2.5
Overland HS	Cherry Creek 5	Aurora	2,436	Fall	2.0
York JHS	Mapleton 1	Thornton	490	Spring	1.0
Cheyenne Mtn. JHS	Cheyenne Mtn 12	Colo. Spgs.	642	Fall	0.5
Grant-financed Stipend					
East HS	Denver 1	Denver	2,007	Winter	1
Estes Park HS	Park R-3	Estes Park	358	Spring	1
Heath JHS	Greeley 6	Greeley	887	Spring	1
Mitchell HS	Colo. Spgs. 11	Colo. Spgs.	1,417	Fall	1
Prairie JSHS	Prairie Re-11	New Raymer	48	Winter	1
Rampart HS	Academy 20	Colo. Spgs.	1,737	Fall	1
St. Mary's Acad.	Private K-12	Englewood	691	Winter	1
Yuma HS	West Yuma RJ1	Yuma	258	Spring	1

Foreign Language Program Improvement/Enhancement Plans and Benefits to Master Teachers

One of the two main goals of the project was to improve and enhance the foreign language programs of participating schools and provide resources for the foreign language faculty. This goal was served by the development of a plan designed by each foreign language department of the schools that paid intern stipends. The Project Director consulted with the department chairpersons who had assessed the needs and interests of their teachers. During fall quarter, the teachers of these schools indicated an interest in learning new strategies to improve the oral skills of their students. A workshop was designed by the Management Team to address that topic presented by Dr. Al Smith of Utah State University a renowned speaker on the subject of improving students' oral proficiency. The foreign language faculties of the supporting schools were invited to attend as were the 19 participants in the project. The workshop was well-received and fulfilled the objectives of the Program Improvement Plans of those schools. During spring quarter, the interest of the supporting school was in improving teaching strategies and curriculum and program review. These objectives were met through consultation between the university Co-Director and the master teacher.

Benefits to all master teachers who supervised interns included the opportunity to receive recertification credit from the Colorado Department of Education and invitations to all workshops and presentations of the project; the resources of the grant Management Team for individual assistance; and the opportunity to work with the interns.

Evaluation Comparison with Traditional Student Teachers

The personal interviews with master teachers, school administrators and university personnel indicated the overall strength of project participants. With the acknowledgement that interns/student teachers vary widely in their skills regardless of their preparation, those interviewed believed the quality of these alternative candidates in terms of language, attitude and maturity was higher than traditional student teachers. The subject matter preparation was also better, particularly for native speakers. In general interns were also thought to be better prepared for the stress of a first teaching job and more realistic about their job possibilities.

In order to further compare these alternatively-prepared teaching candidates with traditionally-prepared student teachers, UNC officials were asked to provide Evaluations of Educational Field Experiences for both groups of students. Eleven project participants' evaluations by university supervisors were supplied. Ten equivalent evaluations of traditional student teachers since spring of 1985 were used as the comparison group. The narrative description of the success of each individual's field experience was rated independently by two evaluators. A four-point scale ranging from poor to excellent was used. Consensus was reached on evaluations with varied rankings. Table XI displays the results of this comparison. Project participants had a greater percentage ranking in the excellent category than the traditionally-prepared student teachers.

TABLE XI
EVALUATION COMPARISON OF ALTERNATIVE CANDIDATES
TO TRADITIONAL STUDENT TEACHERS

Rank	Alternative Candidates	Traditional Student Teachers
Excellent	55%	30%
Good	36%	50%
Fair	9%	20%
Poor	0%	0%

Strengths and Weaknesses of Internships

Strengths of the Internship program were:

- Master teachers and administrators had positive reactions to these alternative certification candidates. They felt that the interns were well-prepared, experienced, and knowledgeable in the subject; had the desire to teach; established good rapport with students; and had high expectations for student achievement.
- Master teachers felt that UNC and the project Management Team were cooperative regarding internship arrangements.
- Master teachers felt they benefited from the workshop provided by the Foreign Language Program Improvement/Enhancement Plan, and the individual help they received from the resources of the grant.
- The UNC faculty observed that the master teachers were extremely supportive of the interns.
- The interns appreciated the support of their master teachers, project Management Team, and other teachers. They reported constant supervision from their master teachers.
- The interns were generally satisfied with their placements.

- Whereas many interns felt that the Foreign Language Methodology course prepared them well for their internship, they felt that the secondary teachers had the greatest influence in their training.

Weaknesses of the Internship program were:

- Master teachers commented that interns needed more preparation in classroom management, and more self-confidence. Interns felt that they needed to improve their lesson-planning skills.
- Master teachers felt that there needed to be better communication with UNC regarding supervision visits and paperwork. There was a need for more supervisory visits for some interns.
- UNC faculty noted that the interns did not realize the amount of time that it is necessary to devote to one's job as a member of the teaching profession.

FOLLOW-UP OF PARTICIPANTS IN THE FIELD

Teaching Positions, 1988-89

Of the 14 newly certificated participants, seven are teaching, French (4) and Spanish (3) in Colorado, (see Table XII). The five re-trained teachers are in previous or new positions. The seven remaining participants are in the following positions: three employed in other fields, two enrolled in academic programs, one working as a substitute teacher, and one seeking a teaching position pending certification in another state.

TABLE XII
TEACHING POSITIONS, 1988-89

School and Town	Assignment
East High and North High Denver	French, English to Speaking of other Languages
Graland Country Day Denver	Spanish, grades 5-8
Hamilton Middle School Denver	Spanish, Bi-lingual Science, Home Economics
Huron Junior High School Denver	French I, Language Explorations, History
Liberty High School Joes	French I, II
St. Mary's Academy High Englewood	French II, III, IV, V
St. Mary's High School Colorado Springs	Spanish I, II, Advanced, German II, Advanced

Evaluation of First Teaching Assignments

After the first quarter of the 1988-89 school year, the supervisors of the seven participants were asked to evaluate the teaching success and preparedness of the participants. Tables XIII and XIV show the results of these evaluations. Participants are extremely to moderately successful and better prepared than other new or first-year foreign language teachers.

TABLE XIII

PARTICIPANTS' TEACHING SUCCESS

Supervisors' average ratings of the degree to which the participants have been successful with the following components of teaching;

Extremely Successful	=1
Moderately Successful	=2
Slightly Successful	=3
Slightly Unsuccessful	=4
Moderately Unsuccessful	=5
Extremely Unsuccessful	=6

1)	Knowledge of the subject area.	1.14
2)	Proficiency in the second language.	1.43
3)	Classroom management skills.	1.57
4)	Lesson development.	1.86
5)	Use of varied teaching techniques.	1.29
6)	Ability to relate to students.	1.57
7)	Contributions to the school and faculty.	1.43

TABLE XIV
PARTICIPANTS' PREPAREDNESS

Supervisors' average ratings of the level of preparedness of the participant compared with other new or first year foreign language teachers previously supervised.

Better prepared	= 1
Average preparedness	= 2
Less prepared	= 3

1)	Knowledge of the subject area.	1.29
2)	Proficiency in the second language.	1.29
3)	Classroom management skills.	1.43
4)	Lesson development.	1.57
5)	Use of varied teaching techniques.	1.00
6)	Ability to relate to students.	1.29
7)	Contributions to the school and faculty.	1.29

Resource Center

To support the project goal of continued improvement of foreign language teaching, a Resource Center was developed which includes a collection of foreign language pedagogical materials. These items were purchased with funds from the grant. The Second Language Consultant, foreign language methodology professors, and the Project Director recommended items for the collection. The selection criteria required that all items be:

1) of interest to second language teachers of middle and and secondary level
2) supportive of the strategies presented in the UNC Foreign Language Methodology course
3) a reference for further study of teaching techniques
4) practical and relevant to use in teaching
5) not readily available through other professional libraries in the area.

So that these items will be widely used and conveniently available, the books were donated to the Denver Public Library, to be housed in the main facility in the downtown area. Each book is identified with a book plate stating that it was purchased with funds from this grant. The items may be checked out by anyone with a valid library card at any library in the state through the inter-library loan system. The items may be requested and will be delivered to the local branch. The films and videotapes of the collection were donated to the Academic Media Services of University of Colorado at Boulder, which serves the public and most schools in the area, and disburses the items for a minimal rental fee.

Therefore, all participants in the grant as well as all interested foreign language teachers will have easy access to the materials. To further encourage use of the collection, the Second Language Consultant will highlight items and publicize their availability through notices in foreign language teachers newsletters and in announcements at meetings.

SUMMARY

General Program Strengths and Weaknesses

Strengths

- The involved officials of the Colorado Department of Education, the University of Northern Colorado, school administrators, master teachers, and interns all reported positive reactions to this project.
- The excellent cooperation that existed between the divisions of the Colorado Department of Education and the departments of the University of Northern Colorado was vital to the success of this project.
- The accelerated program with its unique delivery systems and its special individual considerations enabled participants to meet traditional requirements for certification.
- Especially valued were the support system, esprit de corps, friendships, and professional networking that developed among those involved in the project.
- The individual members of the Management Team were applauded for their successful efforts in coordination, flexibility, and assistance.
- Project participants appreciated the enthusiasm, encouragement, and support provided by the Project Director.
- The 19 participants represented a good balance of languages, geographical locations, and educational backgrounds.

- The Foreign Language Program Improvement/Enhancement Plan was beneficial to all those involved.
- The Resource Center funded by grant sources is an asset to foreign language teachers throughout the region.

Weaknesses

- Financial constraints limited the number of schools that were able to support internship placements.
- The special considerations required by this program affected the usual procedures and processes within the university which led to occasional communication problems between the Management Team and departments of the university.
- The complicated individualized programs for the participants demanded much extra time and consideration from UNC faculty and staff.

Recommendations for the Future

As a result of this project the following recommendations are offered:

- that state education agencies collaborate with teacher training institutions to explore alternative ways for the certification requirements to be met, and to expedite the entrance of individuals with outstanding potential into the teaching force.
- that alternative certification programs include joint planning with the School of Education, the Field Experiences office, and the Graduate School of the teacher training institution; that the programs be managed by experienced professionals in the fields involved, and include a liaison for communication with the state education agency.
- that accelerated certification programs include 1) optional delivery systems such as workshops to meet special requirements, convenience in schedule and location of classes, intensive summer study programs, and enrollment in courses during internship experience. 2) waiving of requirements when equivalent life experience can be documented, and 3) allowance for credit over-load when classes are on a staggered schedule within the quarter or semester.
- that financial support be solicited for:
  1) tuition and subsistence stipends, 2) tuition-only stipends, 3) tuition waiver or reduction, 4) stipends from school districts or other sources, and 5) distance-learning opportunities for teachers in rural areas.

APPENDIX A

Publicity Materials

- -Articles
- -Brochure and letter
- -Conference presentations

Article in Education Week, November 19, 1986

Bennett Announces $6.3 Million In New Grants for Model Programs

WASHINGTON—Secretary of Education William J. Bennett announced late last month that $5 million in grants from his discretionary fund have been awarded to 44 projects aimed at improving the teaching of mathematics, science, foreign languages, and computer learning.

He also said that an additional 14 grants, totaling $1.3 million, would fund programs designed to improve elementary and secondary education, particularly for educationally disadvantaged youths.

The grants went to state and local education agencies, colleges, museums, and nonprofit organizations to develop model projects, according to Jane Glickman, a spokesman for the Education Department.

The department received more than 750 applications for the grants, which were judged by a peer-review panel, said James Capua, director of the discretionary fund. He said that the department had tried to achieve balance in the geographical and subject-area distribution of the awards.

The grants targeted for mathematics, science, foreign languages, and computer science were issued under the Education for Economic Security Act, which authorized the grant competition. The federal budget for fiscal 1987 includes $7.2 million for such grants, according to Mr. Capua.

Of those awarded this year, 26 grants, totaling $3.1 million, went to recruit new teachers, strengthen instruction, and upgrade materials. Another 18, totaling $1.6 million, went to higher-education institutions to expand instruction in foreign languages, including special precollegiate programs.

The grants targeted for elementary- and secondary-education improvement were made under Chapter 2 of the Education Consolidation and Improvement Act. Next year, the discretionary fund can support $1.5 million in grants under that program, Mr. Capua said.

Of the 58 projects receiving grants this year, several are aimed at forming collaborations that will link schools with colleges, businesses, and other government agencies, according to Ms. Glickman.

The Maryland Department of Education, for example, received $148,000 for a collaborative effort among local school districts, colleges, industries, and other government agencies that will encourage retired people with math and science backgrounds to become teachers. Secretary Bennett, together with Secretary of Defense Caspar W. Weinberger, recently announced a similar effort aimed at persuading retired military personnel to consider second careers in education.

Grant Recipients

A complete list of the grants follows:

California: California State University, Turlock, "The California State University at Stanislaus and the University of the Pacific Foreign Language Proficiency Project," $80,314; South San Francisco Unified School District, San Francisco, "Science Integrates Technology Effectively (SITE)," $104,056.

Colorado: Colorado Department of Education, Denver, "A Collaborative Partnership To Improve Foreign Language Teaching in Middle and Secondary Schools Through Innovative Recruiting and Training," $145,200; Education Commission of the States, Denver, "Moving School Renewal Forward: Developing Frameworks To Facilitate School Change," $70,000.

Connecticut: Connecticut Business and Industry Association, Hartford, "Business/Industry/Education Collaborative Model for Improving the Quality of Teaching," $141,403; Thames Science Center Inc., New London, "Project Ketos Acts," $93,152.

District of Columbia: Center for Applied Linguistics, "Improving Instruction in Mathematics: Integrating Math and Language Instruction for Junior High School Algebra," $106,474; National Science Resource Center, "Elementary Science Dissemination Project," $115,533; Native American Science Education Association, "Indian Science Teacher Education Program (ISTEP)," $149,427.

Florida: Florida Atlantic University, Boca Raton, "Critical Foreign Languages: A Two-Phase Approach Increasing Teacher Proficiency, Performance, and Creativity," $110,439; Pinellas County School District, Clearwater, "Project Excel," $134,406; The Conservancy Inc., Naples, "Using National Estuarine Sanctuaries To Enhance the Quality of Instruction in Mathematics and Science," $112,175.

Georgia: Discovery Learning Inc., Atlanta, "Mathematics Inservice Model," $134,509; The National Faculty, Atlanta, "The National Faculty/Wake County, N.C., Project," $100,000.

Hawaii: University of Hawaii at Manoa, Honolulu, "Developing Curricula for Proficiency Instruction in Chinese and Japanese in Elementary and Secondary Schools," $67,969.

Illinois: Chicago City Board of Education, Chicago, "Parent Education Center," $132,032; Chicago Public Schools (Morgan Park High School), Chicago, "Time for Math and Science," $150,000.

Iowa: University of Iowa, Iowa City, "Multi-Media Elementary Foreign Language Instruction," $124,159.

Louisiana: University of New Orleans, New Orleans, "School-based Partnership To Improve Science and Mathematics for Handicapped and Other Special Needs Children," $142,413.

Maryland: Maryland Department of Education, Baltimore, "Retiree Outreach for Mathematics and Science Teachers," $147,070; University of Maryland, Baltimore, "A Foreign Language Showcase: A Model for Stimulating Interest in Foreign Languages: French, German, Russian, and Spanish," $107,864; Network for Instructional Television Inc., Potomac, "NITV's National Instructional Improvement Program for Public and Private School Teachers in General Mathematics," $180,000; Montgomery County Public Schools, Rockville, "Immersion Instruction in Elementary School Foreign Language Immersion Program," $148,857.

Massachusetts: Tufts University, Medford, "Innovative Arabic Language Training," $65,842; Wellesley College's education department, Wellesley, "Wellesley College-School Collaborative," $144,366.

Michigan: University of Michigan, Ann Arbor, "Arabic Language Teacher Training Program," $88,660; Kalamazoo College, Kalamazoo, "Development Teams for Creative Outreach Programs: 'Lighthouse for the Future,'" $70,323; Lansing Community College, Lansing, "1986-87 Michigan-Shiga, Japan, Teacher Exchange Program," $98,455.

Minnesota: Gustavus Adolphus College, St. Peter, "Model Program Using Guest Instructorships and Workshops for Teachers and Students To Strengthen Secondary Education in Science and Mathematics," $88,976.

Missouri: St. Louis Public Schools, St. Louis, "Improvement of the Quality of Teaching and Instruction in Critical Foreign Languages," $99,226.

New York: Long Island University, Brooklyn, "Inservice Training of Foreign Language Teachers To Teach Critical Foreign Languages in Elementary Schools (Italian, French, and Spanish)," $44,528; Buffalo Museum of Science, Buffalo, "TEAM (Teacher Education at the Museum Project)," $135,063; Bank Street College of Education, New York City, "Language Radio," $137,357; City University of New York Research Foundation, New York City, "Second Language Instruction Program," $124,367; City University of New York Research Foundation—Hunter College, New York City, "Improving Elementary and Secondary Education Through Better Teacher Training and Recruitment," $79,930; I Have a Dream Foundation, New York City, "Development of a National Network of I Have a Dream Chapters," $60,000; Hartwick College, Oneonta, "Methodology Workshops for Area Teachers: Founding a Resource Center Offering a Special Course for Certification in Critical Foreign Languages," $22,330; LeMoyne College, Syracuse, "HEPP in Transition: The Establishment of a Council for the Support of Educational Opportunity," $69,963; Marymount College, Tarrytown, "Expansion of Academic Alliance: A National Commitment for the Improvement of Instruction in Critical Foreign Languages," $56,716.

North Carolina: University of North Carolina at Charlotte, "Project Triad," $61,624; Appalachian State University, Boone, "Physics for Teaching: A Cooperative Peer Teaching Model for Universities and Public Schools," $76,188.

Ohio: Bowling Green State University, Bowling Green, "Ohio [illegible] Foreign Language Project," $32,990; Wright State University, Dayton, "Educational Development Leadership Information Network K-12 (EDLINK-12)," $92,969; Oberlin College, Oberlin, "Development of Curriculum in Chinese Language and Culture in Brunswick City School District," $86,600.

Oklahoma: Oklahoma State University, Stillwater, "Staff Development for Elementary and Secondary Teachers Via Satellite," $94,662, and "Technology Enhanced Learning Systems (TELS): Development and Delivery of Elementary Physics to Rural Schools," $146,595.

Pennsylvania: Indiana University of Pennsylvania, Indiana, "Oral Proficiency Workshop for Secondary Language Teachers," $61,446; Pennsylvania State University, University Park, "Improving the Quality of Secondary Science and Technology Instruction for Urban and Minority Students Through the Science/Technology/Society (S.T.S.) Program," $133,782, and "Model Intensive Language Program," $125,000.

South Carolina: Medical University of South Carolina, Charleston, "4R's Program: Renewal, Recognition, Reward, Retention of Teachers," $120,896.

Texas: Region 4 Education Service Center, Houston, "SET/Net: School Effectiveness Training Network," $100,000; Region 20 Education Service Center, San Antonio, "Math Magnet Program," $133,791.

Virginia: National School Volunteer Program, Alexandria, "Model Math/Science Partnership Volunteer Project," $146,446.

Washington: Western Washington University, Bellingham, "A 70 Credit Practical Workshop for Language Teachers on Innovations in Language Teaching, Culture Changes, and Language Acquisition," $122,796; Gonzaga University, Spokane, "Pacific Northwest Inland Empire Rural Education Project," $128,290.

Wisconsin: University of Wisconsin, Madison, "Summer Immersion Institute and Follow-up Workshops for Secondary School and University French Teachers in the State of Wisconsin," $122,839.

BEST COPY AVAILABLE

Mailing to school districts, February 13, 1987

cde Colorado Department of Education

State Office Building
201 E. Colfax Avenue
Denver, CO 80203

Calvin M. Frazier
Commissioner of Education

February 13, 1987

Dear Educator,

The enclosed brochure will provide you with further information about the exciting new project, "A Collaborative Partnership to Improve Foreign Language Teaching in Middle and Secondary Schools Through Innovative Recruiting and Training." The project team and I hope that you and your colleagues will consider participation in this interesting program. Please call me to discuss ways in which this project could be designed for your individual situation. Thank you very much.

Sincerely,

Jan Herrera

Jan Herrera
Project Director

866-6759 or 452-1308

Promotional Brochure - sent to school districts and
Recruitment Task Force, and distributed at conferences

Brochure continues on pages 46-49.

A Collaborative Partnership To Improve Foreign Language Teaching In Middle and Secondary Schools Through Innovative Recruiting and Training

COLORADO DEPARTMENT OF EDUCATION
William Randall, Commissioner of Education

The Colorado Department of Education is pleased to announce the federal funding of the grant, "A Collaborative Partnership to Improve Foreign Language Teaching in Middle and Secondary Schools Through Innovative Recruiting and Training."

GOALS OF THE PROJECT

To meet the needs of the serious shortage of foreign language teachers this project will recruit talented prospective Spanish and French teachers from a variety of sources. An individual plan of academic study will be designed through the University of Northern Colorado including internship in a school with a master teacher.

To meet the need of continuing excellence in foreign language education the project will work with the participating school to improve and enhance the existing program and provide many valuable resources to the foreign language faculty.

RECRUITMENT FOR ALTERNATIVE CERTIFICATION AND TRAINING

This model project has been designed to enable individuals with French or Spanish skills to become certified to teach at the middle or high school level by completing a quality, intensely supervised, accelerated course of study.

Potential candidates may be:

1. graduate or undergraduate language majors who were not intending to become teachers.
2. those who are teaching French or Spanish along with their endorsed area but who are not certified in the foreign language area.
3. teachers of other subjects who have French or Spanish proficiency.
4. university-educated immigrants.
5. individuals with college degrees from other fields with French or Spanish proficiency (business, government, etc.)

PROGRAM IMPROVEMENT

The foreign language program of the schools that participate in this project will be improved by the contributions of the interns. It will be further enhanced by the collaboration of the foreign language faculty with the supervisors and consultants of the project for the design and implementation of a tailor-made plan for continued quality instruction.

INTERNS

Individuals who are interested in becoming certified to teach French or Spanish and who can demonstrate language proficiency (a rating of Intermediate on the ACTFL/ETS Oral Proficiency Interview*) should contact the Colorado Department of Education for application materials.

Upon acceptance into the project, an individual plan of study will be developed for each participant to outline what must be completed to achieve certification. It is possible that some required coursework may be waived for past teaching experience and language proficiency. Necessary coursework will be completed at the University of Northern Colorado, Greeley, and participants will attend the 3-4 week UNC 1987 Summer Foreign Language Institute. There will also be an individually designed internship with a master teacher in a participating school. There is a stipend of $1125 per quarter (2 quarters maximum) from the project funds while attending UNC and $1250 per quarter paid by the participating school for full-time internships.

*The Intermediate rating is for a speaker who is able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations, primarily in the present tense. The speaker can talk simply about self and family members and can ask and answer questions.

MASTER TEACHERS

The master teacher, a successful and experienced teacher of French or Spanish who has the recommendation of colleagues and/or administrators, will have the responsibility of supervising the highly trained intern. This will be an opportunity in that the intern will have a rich background and state-of-the-art preparation. The intern will be closely supervised by the university based co-directors of the project who will provide the master teacher with helpful guidelines for planning the intern's experiences. The master teacher will have full access to the many resources of the project. A program improvement plan will be developed by the master teacher and foreign language colleagues and the project staff will arrange for expert consultation on areas indicated by the plan and requested by the master teacher. The master teacher will be invited to participate in seminars, workshops (credit available) and special functions planned by the project. For supervision of an intern, graduate credit will also be possible for the master teacher.

PARTICIPATING SCHOOLS AND DISTRICTS

The school that participates in this project will offer the opportunity for its students and foreign language faculty to work with a qualified intern and will provide a forum for improvement and enhancement of its language program. The project brings to the school the excellent supervision, consultation, and support of foreign language experts and also the resources of the UNC Laboratory School. The participating school can immediately increase its program at a very low cost in that the intern, at the discretion of the district, may teach classes beyond the load of the master teacher. The presence of the intern may also provide opportunities for release-time of the master teacher for other professional activities.

The school also has the opportunity for on-the-job training of a talented potential candidate for a future teaching position. The participating school or district will pay a $1250 stipend for one full-time untern.

NATIONAL SIGNIFICANCE

This innovative project is the first of its kind and will be a model for other states and other subject areas. Participation in this project will provide national recognition to the intern, the master teacher, and the school and district. In addition the participants will be contributing to the improvement of the teaching profession.

In conclusion it is our sincere hope that you may be a participant in this small select group.

PROJECT TEAM

Arvin C. Blome
Assistant Commissioner of Education

Boyd E. Dressler
Supervisor of Curriculum & Instruction
Project

Jan C. Herrera
Project Director

Mary E. Apodaca
Foreign Language Consultant

Kathleen Y. Ensz
University-based Co-Director French

Lynn A. Sandstedt
University-based Co-Director Spanish

For further information
please contact:

Jan Herrera
Project Director
Foreign Language Teacher
Recruitment and Training
Colorado Department of Education

201 E. Colfax Avenue
Denver, Colorado 80203
866-6763 or 452-1308

cde

Article in Education Colorado, February 1987
sent to every teacher in Colorado's public
schools

Recruiting, training aids foreign language teaching

The Office of Federal Relations and Instructional Services, Assistant Commissioner Arvin C. Blome, has received a federal grant for $145,200 for a project entitled: *A Collaborative Partnership to Improve Foreign Language Teaching in Middle and Secondary Schools Through Innovative Recruiting and Training.*

The project is organized to accomplish two interrelated goals: a program improvement goal and a recruitment/internship training goal. The outcomes will be to upgrade the skills of those teaching and to augment the number of foreign language teachers. After new teachers are trained, it is hoped that some of them will be able to help small, isolated districts.

All participants will be college graduates or near graduates upon entry into the program. They will demonstrate proficiency in French or Spanish. Then participants will be thoroughly versed in foreign language methodology at the University of Northern Colorado. The background of each candidate will be studied, and an individualized plan of study will be outlined for each person. They will take the required hours for certification as a secondary school teacher, including an internship with a designated master teacher who is a regularly salaried employee of a school district.

Participants will receive $1,250 per quarter, maximum two quarters, from the federal grant while they are attending the University of Northern Colorado.

The target groups for recruiting interns will be:

1. Graduate or undergraduate language majors who were not previously intending to become teachers.
2. Those who are currently teaching foreign language along with their endorsed subject matter — practicing teachers with foreign language proficiency who are not endorsed in French or Spanish. If they have been teaching foreign language for five years, they will receive some credit for this competence and will complete their twenty hours through the University.
3. Teachers with foreign language competence who are *not* now teaching French or Spanish can take the methodology courses and do some interning to reach the twenty hours required for state approval to teach the language. Those who need to do an internship will receive $2,500 from the district in which they intern.
4. University-educated immigrants. They can receive credit for their proficiency and become certified through methodology courses and an internship.
5. Those who have taught in private schools can also receive credit for experience.
6. People with other credentials may qualify as well.

The districts that we have identified as having good programs and master teacher candidates in French and/or Spanish will be asked to participate and to commit $2,500 per intern per semester for the intern's internship work. The district may elect to have one or two interns for one or two semesters.

The district will benefit from the program in at least four ways:

1. Enhancement of the program through training by the personnel of the University of Northern Colorado.
2. Potential enlargement of number of students serviced by the program through the use of the intern.
3. Recognition of the master teacher.
4. State and national recognition by the district.

Some participants will be ready to intern in the fall of 1987; others may start in January, 1988.

...education colorado
COLORADO DEPARTMENT OF EDUCATION
Vol. XXII, No. 6 February 24, 1987

Article in the Public Awareness Network Newsletter
of the American Council on the Teaching of
Foreign Languages, May 1987, national distribution

ACTFL
Public Awareness Network
NEWSLETTER

A Bimonthly Report on Foreign Language and International Studies

Volume VI, Number 3 May 1987

Innovative Recruitment and Training Program for FL Teachers

The Colorado Department of Education has developed a model program for recruiting prospective French and Spanish teachers and training them in accelerated, intensely supervised courses of study at the University of Northern Colorado, followed by a full-time internship under the supervision of a master teacher. "A Collaborative Partnership to Improve Foreign Language Teaching in Middle and Secondary Schools through Innovative Recruiting and Training" is being funded by the U.S. Department of Education. Those with French or Spanish language skills who may wish to apply for this alternative path to certification would include graduate or undergraduate language majors who did not intend to teach, teachers of other subjects who have French or Spanish language proficiency, university-educated immigrants, and those who are teaching French or Spanish but are not certified.

Upon acceptance, an individual plan of study will be developed for each participant at the University of Northern Colorado. All participants will attend a three-to-four-week 1987 Summer Foreign Language Institute at UNC. Once the training is completed, participants will serve as full-time interns in participating schools where they will be closely monitored by the university-based codirectors of the project and a master teacher, who may earn graduate credit for this supervision. The participating schools and districts pay a $2,500 per semester stipend to the interns, and the project pays a $1,250 per semester stipend while the participants are in training. For further information, write Jan Herrera, Project Director, Foreign Language Teacher Recruitment and Training, Colorado Department of Education, 201 East Colfax Avenue, Denver, CO 80203.

Article in Peals, the semi-annual journal of the
Colorado Congress of Foreign Language Teachers,
Spring 1987 - sent to 600 members and
editors throughout the nation.

A Great Partnership!

by Jan Herrera

An exciting new project with a big name is underway in Colorado for the foreign language teaching profession. "A Collaborative Partnership to Improve Foreign Language Teaching in Middle and Secondary Schools Through Innovative Recruiting and Training" has received federal funding, according to the The Colorado Department of Education.

The project is an outgrowth of the recommendations of the Foreign Language Task Force established as part of the Operation Renaissance project of the Colorado State Board of Education.

Goals are twofold — to recruit and train new teachers of Spanish and French and to enhance the quality of foreign language instruction in participating schools. This 18-month project will conducted by a Project Team including Arvin C. Blome, assistant commissioner of education; Boyd E. Dressler, supervisor of curriculum and instruction project; Jan Herrera, project director; Mary E. Apodaca, foreign language consultant; Kathleen Y. Ensz, university-based French co-director; and Lynn A. Sandstedt, university-based Spanish co-director.

First goal of the project is to recruit from non-traditional sources 24 interns who want to become Spanish or French teachers at the middle or secondary school level. These interns will be selected from a variety of backgrounds and will have unique language and/or teaching skills. Applications have been received from candidates who are currently in other career areas, such as banking, ranching, missionary work, translating, and homemaking, as well as from educators from other subject areas or levels including music, art, English, ESL, biology and elementary or from other sectors including institutes, private schools, community colleges and universities.

The selection procedure includes the presentation of all application materials (cover letter, application form, resume, transcripts, and confidential letter of recommendation), followed by a series of interviews. An Oral Proficiency Interview (ACTFL/ETS) in the target language will be given to determine if language skills are at the intermediate level required. Credentials will be evaluated by participating officials at the University of Northern Colorado, where the coursework will be completed. Officials may waive some required coursework for past teaching experience and language proficiency. Individual study plans, acceptable to UNC, the CDE and the intern, will be designed for each intern by Dr. Sandstedt (Spanish), Dr. Ensz (French), and Dr. Norma Nutter, assistant dean of the College of Education. The plans must be acceptable to UNC, CDE, and the participant. Every intern will have a different outcome goal: for example, achieve certification with an endorsement in Spanish or French, acquire a second endorsement area, or improve language and methodology skills.

Interns will begin their studies by attending the UNC Foreign Language Summer Institute, a three-four week program in Greeley. Interns may continue their coursework through fall, winter, spring, and summer quarters. Some participants will do a local school internship either first or second semester of the 1987-88 school year. Specially designed seminars will be conducted on-site during the internship period.

While carrying a full-time course load, each participant will receive a stipend of $1250. For a maximum of two quarters, and during a full-time semester internship, the intern will receive a $2500 stipend from the hosting school or district.

To improve foreign language instruction, professional development opportunities will be offered to the master teachers supervising interns, and a Foreign Language Program Improvement/Enhancement Plan will be designed and implmentented by each school. The master teacher (a successful and experienced teacher of Spanish or French who has the recommendation of colleagues and/or administrators) will supervise an intern who will provide enrichment from his or her unique background for colleagues and students. In addition, the master teacher will receive supervisory training skills, as well as be invited to the tailor-made seminars on the latest methods and research in the profession (graduate credit available), and have access to all of the resources of the project. For supervising an intern, the master teacher may receive graduate or recertification credit.

The Foreign Language Program Improvement/Enhancement Plan will provide teachers, departments, or districts an opportunity to identify a project that they would like to develop

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Volume 24
Number 3
Spring, 1987

(continued)

with the assistance of consultants. The Project Team will provide expert help. The Plan may try to solve a particular problem (for example, articulation from feeder schools, end-of-year proficiency exams), ask for input on a major decision (curriculum revision, development of a new course, textbook adoption), or request additional information on a given topic (foreign language camps/ festivals, oral proficiency-based instruction, learning styles).

This model project will have an impact on the foreign language field for several reasons, according to planners. It will examine recruitment and training method alternatives of quality for language teachers. It will decrease the shortage of certified language teachers and build a rich pool of well-trained, high quality applicants for future teaching positions. It will make it easier for proficient language speakers to enter the teaching profession, and it will enable teachers from other areas to enter the language field. The project will also affect the master teachers, foreign language departments, and, most importantly, students of the schools involved. Results of this major contribution to the foreign language profession will be shared at the national level, bringing national recognition to the participating interns, master teachers, schools, and districts.

Article in the Colorado Congress of
Foreign Language Teachers' Newsletter, May 1987
Sent to 600 members

THE CFLT NEWSLETTER

May, 1987 Volume 6, Number 5

Colorado Department of Education

The Colorado Department of Education is pleased to announce the federal funding of a grant: "A Collaborative Partnership to Improve Foreign Language Teaching in Middle and Secondary Schools through Innovative Recruiting and Training". The grant establishes for Colorado a project designed to meet the needs of a serious shortage of foreign language teachers. It would recruit prospective Spanish and French teachers from among:

- -graduate or undergraduate language majors who were not intending to become teachers.
- -those who are teaching French or Spanish along with their endorsed area but who are not certified in the foreign language area.
- -teachers of other subjects who have French or Spanish proficiency.
- -university-educated immigrants.
- -individuals with college degrees from other fields with French or Spanish proficiency (business, government, etc.)

Candidates, who must demonstrate language proficiency (a rating of Intermediate on the ACTFL/ETS Oral Proficiency Interview), will develop an individual plan of study for completion of certification. Some required coursework may be waived for past teaching experience and language proficiency. Necessary coursework will be completed at the University of Northern Colorado, and participants will attend the 3-4 week UNC 1987 Summer Foreign Language Institute.

The program also includes an individually designed internship for each candidate with a master teacher in a participating school. There is a stipend of $1250 per quarter (2 quarters maximum) from the project funds while attending UNC and $2500 per semester to be paid by the participating school for full-time internships.

A school participating in the project will provide its students and foreign language teachers the opportunity of working with qualified interns and will allow a forum for improvement and enhancement of its language program. An intern, at the discretion of the district, may teach classes beyond the load of the master teacher, increasing program at low cost. The presence of the intern may also provide opportunities for release-time for the master teacher to be spent on other professional activities.

This innovative project is the first of its kind and will be a model for other states and other subject areas. Participation will provide national recognition to the intern, the master teacher, and the school and district.

For further information, please contact:

Jan Herrera,
Project Director
Foreign Language Teacher
Recruitment and Training
Colorado Department of Education
201 E. Colfax Ave.
Denver, Colorado 80203
866-6759 or 452-1308

Article in the Proceedings Booklet of the Central States Conference on the Teaching of Foreign Languages, April 1988, distributed to all Advisory Council members of the Central States Conference, published by National Textbook Company.

Shaping the Future of Foreign Language Education: FLES, Articulation, and Proficiency, Edited by John Lalande.

"Improving Foreign Language Teaching through Innovative Recruiting and Training", article by Mary E. Apodaca, Kathleen Y. Ensz, Jan C. Herrera, and Lynn A. Sandstedt.

Presentations at Conferences

"The Colorado Foreign Language Master Teacher Project," Colorado Congress of Foreign Language Teachers, annual conference, Fort Collins, Colorado, March 6, 1987.

"A Collaborative Partnership to Improve Foreign Language Teaching in Middle and Secondary Schools Through Innovative Recruiting and Training", Foreign Language Administrators of Colorado, spring meeting. Colorado Springs, Colorado, April 10, 1987.

"Foreign Language Recruitment and Training Grant - Update Report", Foreign Language Administrators of Colorado, fall meeting, Greeley, Colorado, October 9, 1987.

"A Partnership Project for Developing New Foreign Language Teachers," joint regional conference of the Central States conference, Southwest conference, and Colorado Congress of Foreign Language Teachers, Denver, Colorado, April 16, 1988.

"Innovative Foreign Language Teacher Recruitment and Training: A New Model Program," American Council on the Teaching of Foreign Languages, annual conference, Monterey, California, November 18, 1988.

"Foreign Language Teacher Recruitment and Training Project: Final Report," Colorado Congress of Foreign Language Teachers, Annual Conference, Colorado Springs, Colorado, February 24, 1989.

APPENDIX B

Application Materials

- Application forms for candidates
- Correspondence for school district participation

cde Colorado Department of Education

State Office Building
201 E. Colfax Avenue
Denver, CO 80203

Calvin M. Frazier
Commissioner of Education

Dear applicant,

Thank you very much for your interest in the exciting new project of the Colorado Department of Education, "A Collaborative Partnership to Improve Foreign Language Teaching in Middle and Secondary Schools Through Innovative Recruiting and Training". The goals of this program are to provide alternative certification and retraining avenues for potential foreign language teachers and to improve the foreign language programs in participating schools.

The teacher training element of the program is for individuals who are interested in becoming certified to teach Spanish or French. Participants will be college graduates or near graduates and will be able to demonstrate proficiency in the language through an oral proficiency interview (minimum rating of Intermediate). An individualized plan of study will be designed for each participant including the necessary coursework through the University of Northern Colorado, attendance in the UNC summer Foreign Language Institute in Greeley, followed by a full-time internship with a selected master teacher during the fall of 1987 or spring of 1988. The participants will receive a stipend of $1250. per quarter (maximum of 2 quarters) from the project funds while attending UNC. During the internship semester they will receive $2500 from the hosting school.

The goal of improving the foreign language program of the participating school will be addressed during the internship. Several special programs will be designed for the intern and master teacher along with extensive supervision and consultation from foreign language education experts and the project team.

If you are interested in being considered for this program please send the following materials to me by March 1, 1987; the enclosed application form, a resume, a transcript, and a cover letter explaining your qualifications and your commitment to foreign language education in Colorado. The enclosed letter of recommendation form should be sent to me directly from the author by March 1. After all of your credentials have been received, I will contact you for an appointment when we can get together to discuss your situation and to complete an oral proficiency interview in Spanish or French. If you are accepted into the project you will also need to complete admission procedures for the University of Northern Colorado.

If you have any questions or if I can be of help in any way, please call me at 866-6749 or 452-1308.

Sincerely,

Jan Herrera

Jan Herrera

A COLLABORATIVE PARTNERSHIP TO IMPROVE FOREIGN LANGUAGE TEACHING
IN MIDDLE AND SECONDARY SCHOOLS
THROUGH INNOVATIVE RECRUITING AND TRAINING

NAME_____

ADDRESS_____

_____PHONE_____

DEGREE(S) HELD_____

INSTITUTION_____

SEMESTER HOURS OF FRENCH_____SPANISH_____

IF NO DEGREE, DESCRIBE YOUR STATUS_____

NATIVE LANGUAGE_____

OTHER REASON FOR PROFICIENCY_____

CURRENT EMPLOYER_____

ADDRESS_____

_____PHONE_____YEARS_____

YES	NO	
_____	_____	Do you have a Colorado Teaching Certificate? Type_____ Endorsement_____ Dates_____
_____	_____	Have you taught in a public school in Colorado? District_____ Subject_____ Years_____
_____	_____	Do you have other teaching experience? Describe_____
_____	_____	Can you attend the three week Foreign Language Institute at UNC this summer in Greeley?
_____	_____	Can you serve a full-time internship in fall 1987?
_____	_____	Have you taken the Oral Proficiency Interview? Date_____ Location_____ Interviewer_____ Level: Advanced or above_____Intermediate_____

Please send this form, a cover letter, resume, and transcript to:
Jan Herrera, Foreign Language Project Director,
Colorado Department of Education, 201 E. Colfax, Denver, CO 80203

LETTER OF RECOMMENDATION
FOR AN APPLICANT FOR
"A COLLABORATIVE PARTNERSHIP TO IMPROVE FOREIGN LANGUAGE TEACHING
IN MIDDLE AND SECONDARY SCHOOLS
THROUGH INNOVATIVE RECRUITING AND TRAINING"

NAME OF APPLICANT_____

YOUR NAME_____

YOUR POSITION_____

YOUR ADDRESS_____

_____PHONE_____

In this letter of recommendation please address your relationship to the applicant, as well as your prediction for the applicant's successful completion of the program and potential success as a foreign language teacher. Use additional sheets if necessary.

Thank you very much for this very important contribution to this project. Please send this letter directly to: Jan Herrera, Foreign Language Project Director, Colorado Department of Education, 201 E. Colfax Ave., Denver, Colorado 80203.

cde Colorado Department of Education

State Office Building
201 E. Colfax Avenue
Denver, CO 80203

Calvin M. Frazier
Commissioner of Education

September 4, 1987

Mr. Henry Cotton
Principal
Cherry Creek HS
9300 E. Union Ave.
Englewood, CO 80111

Dear Mr. Cotton:

We are so thrilled to announce that the interns from our project, "A Collaborative Partnership to Improve Foreign Language Teaching in Middle and Secondary Schools Through Innovative Recruiting and Training", are ready to begin their work at Cherry Creek High School. We are all greatly looking forward to working with your outstanding faculty. We expect that the efforts of this project will result in very rewarding benefits for everyone involved, particularly for the students at Cherry Creek High School.

Kathy Brady will be completing a 12 week, half-day assignment in Spanish under the supervision of Beth Giulianelli. She began at the beginning of the school year and she will be evaluated by Dr. Lynn Sandstedt of the University of Northern Colorado.

Maryse Gouget will be completing a 12 week, full-day assignment in French with Penny Taylor as her master teacher. She will begin her internship on September 8 and her university supervisor will be Dr. Kathleen Ensz of UNC.

The financial commitment from Cherry Creek High School to support these 2 interns for fall quarter will be $625.00 for a half-time assignment and $1250, for full-time. The procedure for payment of the stipend will be for your payment and the enclosed forms to be sent to UNC. The scholarship Department will deposit the funds into the account of each intern. They will collect tuition and fee expenses and will disburse any remaining funds in payments to the intern.

One of the major benefits that this project brings to your district is the opportunity to develop a Foreign Language Program Improvement/ Enhancement Plan that will utilize the resources of the project. We will meet with Sam Butler and the master teachers to discuss the possibilities for this plan and to design how the resources of the project can achieve the desired goals of the plan.

It is an honor to be able to work with you and your excellent teachers! Thank you again for your support of this exciting endeavor.

Sincerely,

Jan Herrera

Jan Herrera
Project Director
866-6759 or 452-1308

JH:ms

Enclosure

cc: Sam Butler
Beth Guilianelli
Kathy Brady
Penny Taylor
Maryse Gouget

cde Colorado Department of Education

State Office Building
201 E. Colfax Avenue
Denver, CO 80203

Calvin M. Frazier
Commissioner of Education

A COLLABORATIVE PARTNERSHIP TO IMPROVE
FOREIGN LANGUAGE TEACHING IN MIDDLE AND SECONDARY SCHOOLS
THROUGH INNOVATIVE RECRUITING AND TRAINING

PAYMENT OF INTERN STIPEND BY SCHOOL DISTRICT

Name of intern _____ Student # _____

Dates of Internship _____

Name of School District _____

Master teacher _____ School _____

Amount of stipend to be paid _____
Check enclosed _____
(Please make payment by September 21, 1987)

Please send to:
Jerri Chance
Office of Financial Aid
Carter Hall 1005
Scholarship Department
University of Northern Colorado
Greeley, CO 80639

For further information please contact: Jan Herrera, Project Director, Colorado Department of Education, 201 E. Colfax Ave., Denver, CO 80203, 866-6759 or 452-1308.

A COLLABORATIVE PARTNERSHIP TO IMPROVE FOREIGN LANGUAGE TEACHING
IN MIDDLE AND SECONDARY SCHOOLS
THROUGH INNOVATIVE RECRUITING AND TRAINING

FOREIGN LANGUAGE PROGRAM IMPROVEMENT/ENHANCEMENT PLAN

Participating School _____

Principal _____

Master Teacher _____

Intern _____

This form is to be completed by the master teacher in consultation with the Foreign Language Department and the project team.

Program improvement/enhancement goal(s):

Steps to be taken to reach the goal(s):
-By the school, department, or master teacher:

-By the project team:

Evidence of achievement of the goal(s):

cde Colorado Department of Education

State Office Building
201 E. Colfax Avenue
Denver, CO 80203

William T. Randall
Commissioner of Education

June 11, 1987

Phyllis Hurley
Supervisor of Foreign Languages
Colorado Springs S/D #11
1115 N. El Paso St.
Colorado Springs, CO 80903

Dear Phyllis:

We are thrilled that your district will be hosting an intern for our special project, "A Collaborative Partnership to Improve Foreign Language Teaching in Middle and Secondary Schools Through Innovative Recruiting and Training." Gloria Hernandez is the intern that we would like to place in your district under the supervision of a Spanish teacher. Gloria will complete all of her coursework this summer at the University of Northern Colorado and will be prepared to begin her internship at the beginning of the school year this fall. Her credentials will be sent to you shortly for your reference. The $1250 stipend that she will receive for her 12 week internship period will be paid by the funds of this grant.

In order to clarify the roles of all parties involved in this project, the following expectations are provided:

The role of the school district hosting an intern
- provide a setting for the intern to have a positive educational experience, working with an experienced classroom teacher.
- support for the intern by the administration.
- contribute observations to the evaluation of this model project.

The role of the cooperating teacher
- support and supervise the intern.
- enable the intern to experience the suggested teaching activities (see attached list).
- serve as a liaison between the school and the project.

The role of the intern
- complete all teaching responsibilities required of a regular teacher but with supervision for a 12 week period.
- complete the suggested teaching activities as appropriate (see attached list).

The role of the project team
- evaluate and supervise the intern (4 visits by Dr. Sandstedt)
- visitations by project director
- coordinate with the school district and its foreign language supervisor, the University of Northern Colorado, and the intern.

We are very much looking forward to working with you through this program. Thank you very much for your interest and cooperation. Please let us know if you have any questions or concerns at any time.

Sincerely,

Jan Herrera

Jan Herrera
Project Director
866-6759 or 452-1308

JH:ms

APPENDIX C

Individual Study Contract

A COLLABORATIVE PARTNERSHIP TO IMPROVE FOREIGN LANGUAGE TEACHING
IN MIDDLE AND SECONDARY SCHOOLS THROUGH INNOVATIVE RECRUITING AND TRAINING

PARTICIPANT CONTRACT

NAME _____ PHONE _____
ADDRESS _____
ENDORSEMENT SOUGHT: _____

COURSES TO BE COMPLETED AT THE UNIVERSITY OF NORTHERN COLORADO

Professional Teacher Education (PTE)	TAKE	DON'T TAKE (*)	WHEN
Teacher Aiding or Approved Documentation.....	____	____	_____
EDFE 270 Teacher Aiding.....3			
Oral Communication or Oral Proficiency.....	____	____	_____
COMM 110 Public Speaking I.....3			
Multiculturalism (one of the following).....	____	____	_____
EDEL 101 Introduction to Multiculturalism.3			
EDEL 619 Pluralism in Education.....3			
ID 330 Multicultural Issues in Education4			
SOC 217 Sociology of Minorities.....4			
Personal Interaction.....	____	____	_____
EDF 345 Foundations of Human Interaction.3	____	____	_____
EPRE 345 Educational Psychology.....5	____	____	_____
EDF 364 Foundations of Education.....4	____	____	_____
or			
EDF 664 Foundations of Education.....3			
EDF 385 Law and the Classroom Teacher.....2	____	____	_____
or			
EDAD 385 Law and the Classroom Teacher.....2	____	____	_____
or			
EDAD 520 School Law I.....3	____	____	_____
EDSE 409 Exceptional Student -Sec. Classroom...4	____	____	_____
or			
EDSE 410 Exceptional Student in Reg. Classroom.3	____	____	_____
or			
EDSE 506 Seminar in Mainstreaming Handicapped Students.....4	____	____	_____
ET 410 Introduction to Educational Media.....2	____	____	_____
EDRD 420 Reading in the Secondary School.....3	____	____	_____
EDLS 360, 361, 362, or 363 Clinical Experience.2 (or departmental equivalent)	____	____	_____
EDFE 444 Supervised Teaching (Internship).....18	____	____	_____

(*)
1. Course has already been taken.
2. Requirement waived because of acceptable documentation.
3. Tested-out of the course.

Foreign Language Methodology and French		TAKE	DON'T TAKE	WHEN
HISP 508-503	Natural Approach in the.....3 Bilingual/ESL and F.L. classroom	____	____	6/15-6/19 M T W Th F 9:00-4:30
FL 531-001	Teaching F.L.:Reading and Writing.2 Proficiency in the FL classroom	____	____	6/22-6/26 M T W Th F 7:30-9:15 AM
FR 505-003	Topics in French Civilization:....3 French Civ. of the Middle Ages, Renaissance, and 17th Century	____	____	6/22-7/9 M T W Th 9:30- 11:35 AM
FR 506-007	Topics in French Literature for the Classroom:.....2 French Theatre from the Middle Ages Through the 17th Century	____	____	6/22-7/8 M W 1:40-3:45 PM
FR 521-007	Problems in Advanced Grammar:....1 Narration and Time Relationships	____	____	6/23-7/9 T Th 1:40-2:55 PM

OTHER

_____	____	____	_____
_____	____	____	_____
_____	____	____	_____
_____	____	____	_____

Foreign Language Methodology and Spanish		TAKE	DON'T TAKE	WHEN
HISP 508-503	Natural Approach in the.....2 Bilingual/ESL and FL Classroom	____	____	6/15-6/19 M T W Th F 9:00-4:30
FL 531-001	Teaching FL: Reading and.....2 Writing Proficiency in the FL Classroom	____	____	6/22-6/26 M T W Th F 7:30-9:15 AM
SPAN 507-003	Spanish Reading: Mexican.....2 Literature and Culture	____	____	6/22-7/10 M T W Th F 9:30-10:40 AM
SPAN 508-006	Spanish 508-026 Workshop:.....3 Oral Proficiency	____	____	6/22-7/10 M T W Th F 12:00-1:40 PM
SPAN 513-008	Professional Renewal:.....3 Southwest Literature and Culture	____	____	6/22-7/10 M T W Th F 2:00-3:40 PM

OTHER

_____	____	____	_____
_____	____	____	_____
_____	____	____	_____
_____	____	____	_____
_____	____	____	_____

Other Requirements to be met while at UNC	TAKE	DON'T TAKE	WHEN
California Achievement Test in English and Math ($10-20/fee)	____	____	July 11 =$10 or by appt.=$20
Speech/hearing Screening ($10)	____	____	(See Davida, Teacher Ed Center, McKee Hall, Rm. 282)
Self-Assessment Battery ($5)	____	____	
Public Speaking "Test-Out" ($10)	____	____	

INTERNSHIP Full-time (12 weeks) ____ or Half-time (6 weeks) ____
Dates: _____

Master Teacher: _____
Hosting School: _____
Address: _____
Phone: _____
Grade Level: _____
Subjects: _____

OTHER CONSIDERATIONS (weaknesses, other requirements, 2nd language option, visitations of master teachers, observations of teaching by project team)

_____
_____
_____
_____
_____
_____

STIPEND ARRANGEMENTS

QUARTERS AT UNC

When enrolled as a full-time student the participant will receive a stipend of $1125 to be paid by CDE through UNC for the following quarter(s). (2 maximum): _____
_____

INTERNSHIP

When enrolled in the internship program the participant will receive the following stipend to be paid by the hosting school.
12 weeks for $1250 _____
6 weeks for $ 625 _____

Upon successful completion of all of the requirements stated in this document this participant will be eligible for _____.

_____
Dr. Lynn A. Sandstedt, Chair/Date
Dept. of Hispanic Studies
University of Northern Colorado

_____
Dr. Kathleen Y. Ensz, Chair/Date
Dept. of Foreign Languages
University of Northern Colorado

_____
Dr. Norma Nutter/Date
Assistant Dean,
College of Education
University of Northern Colorado

_____
Patricia Pease/Date
Senior Consultant
Teacher Certification
Colorado Department of Education

_____
Participant/Date

APPENDIX D

Foreign Language Methodology Course Format

Foreign Language Methodology Course Format

The Foreign Language Methodology course was held during the 1987 fall quarter in Denver. This University of Northern Colorado course, FL 341, was team-taught by Dr. Kathleen Ensz and Dr. Lynn Sandstedt. In order to complement the schedules of the participants the class was held on 3 weekends, Friday evenings (5:30 - 9:00) and Saturdays (9:00 - 4:00.) A conveniently located administrative building of one of the participating districts was the site for each session. The content of the 3 sessions is listed below.

1st session - September 11-12

CLASSROOM MANAGEMENT - a panel of classroom teachers of French and/or Spanish from the junior and senior high level.

OVERVIEW OF FOREIGN LANGUAGE METHODOLOGIES - This and the following topics presented by Dr. Sandstedt.

FAMILIARIZATION WITH THE ORAL PROFICIENCY INTERVIEW

TESTING

2nd session - October 9-10

LESSON PLAN FORMAT - presented by Dr. Ensz and Jan Herrera

COMMUNICATIVE COMPETENCE - This and the following topic were class discussions led by Dr. Ensz on the chapters of the text, Teaching Language in Context, by Alice Omaggio.

CULTURE

3rd session - October 23-24

FOREIGN LANGUAGE TEACHING POSITIONS - a panel of district foreign language coordinators and the state Second Language Consultant, Mary Apodaca.

UNC PLACEMENT CENTER - presented by Ranny Cullom, Assistant Director, University of Northern Colorado

HOW TO MAKE YOUR SECOND LANGUAGE CLASS DYNAMITE - presented by David Burrous, junior/senior high teacher of Spanish and Russian.

TREASURED TEACHING TECHNIQUES - presented by Jan Herrera

APPENDIX E

Evaluation Procedure and Instruments

Evaluation Procedure

The Evaluation component of this project was designed and implemented by Jan Rose, an evaluator of the Planning and Evaluation Unit of the Colorado Department of Education.

The three evaluation instruments which follow were drafted and then approved by the Management Team. The instruments were administered to: 1) interns and participants, 2) master teachers, and 3) UNC officials involved with the project. A confidential interview was conducted by Jan Rose with each individual. The results of these evaluations were compiled and constitute the strengths, weaknesses, and recommendations of the program as described in this Final Report.

Interns

Name:
School:
District:
Master teacher:
Language: French Spanish
Path: Retrain Alternative Certificate
Age:

Educational Background

Degrees obtained: Bachelors Masters PhD
Major field:
Year obtained:
University:
Grade point:

Previous Employment

Title	Organization	Length of Service

Any previous instruction?

Formal

Area of certification?
Subject(s) taught?
Length of service?
Teach in shortage area before retraining?
Reason for retraining?

Informal

Program Involvement

Why did you enter the Foreign Language Teacher Recruitment and Training project? What was the major motivation?

How did you become involved? How did you hear about the program? Were you actively recruited? If so, by whom?

Were there any admission criteria that you had to meet? If so, what?

Program Requirements

Did you experience any problems during the application phase of the project?

How do you view the amount of coursework which is required in foreign language?

How do you view the amount of coursework which is required in education?

Has the scheduling of classes been convenient? Why?

In particular, how do you view the scheduling of the methods class during internship?

Have the foreign language classes you were required to take been appropriate? How so?

Have the education classes been helpful and appropriate?

Do you view the field assignment as being appropriate?

Supervision

Who do you see as having the greatest teaching influence, professors or secondary-level classroom teachers?

How much care was taken in matching you with your master teacher?

How much care was taken in matching you with your location?

How much care was taken in matching you with your foreign language?

How much care was taken in matching you with your school environment?

How much care was taken in matching you with your work load?

How comfortable are you in your placement assignment? Any anecdotes? What has been the response of other teachers toward you as a nontraditional student?

What is the level of intensity of clinical supervision from the master teacher?

How do you view the quality of supervision by the master teacher in the area of foreign language methodology?

How do you view the quality of supervision by the master teacher in the area of classroom management?

What is the level of intensity of clinical supervision from the university supervisor?

How do you view the quality of supervision by university supervisor?

How long was it (or do you foresee) before you were (will be) able to take full responsibility of the foreign language classes?

How will you be evaluated? By whom?

Strengths and Weaknesses

What are the program's strengths?

What are the program's weaknesses?

What has been the most difficult area while interning?

What has been the easiest area while interning?

Future Intentions

How do you view your personal commitment to teaching?

What is your intention in the pursuit of teaching?

Where will you apply? Urban/suburban/rural

What level do you want? Elementary/middle/high school

What level will you accept: Elementary/middle/high school

Do you have any interest in taking more classes?

Do you have any interest in pursuing an advanced degree?

Expenses

Tuition:

Other fees required by school:

Parking
Tests
Insurance
Health

Books
Travel
Housing

Stipends

UNC	1,125 per quarter	$1,125 or $2,250
Intern	1,250 for 12 weeks	$1,250
Total		$2,375 or $3,500

Additional Comments

Master Teachers

Name:
School:
District:
Intern:
Language: French Spanish

Background

Degrees obtained: Bachelors Masters PhD
Major field:
Year obtained:
University:
Area of certification:

Teaching Experience

District	Subject	Length of Service

Reactions

What is your reaction to alternative certification programs?

What has been the response of other teachers toward these alternative certification candidates?

Do you see that alternate route candidates create extra burden on administrators and supervisors?

Do you view the primary client of retraining to be the candidates or the districts which claim to have shortages?

Were the projects of the Foreign Language Program Improvement/Enhancement Plan beneficial to you?

Did your participation in this project have any impact on your professional growth? Please explain.

Evaluation

What areas do you see as in most need of improvement by the intern?

What do you see as the intern's area of strength?

What level of expectation does the intern have for his/her students? Does it need to be adjusted: If so, how?

Comparisons

What is the quality of alternate route candidates in comparison to traditional student teachers? (Quality in terms of language, attitude, maturity.)

Specifically, how would you compare the subject matter preparation of these two types of students?

Do you see alternative certification candidates as less, more or equally prepared for the stress of a first teaching job in comparison to traditionally prepared students?

Is the alternative certification candidate more or less realistic about his or her employment possibilities? (Realistic in terms of level/area (urban, suburban, rural.)

Additional Comments

University of Northern Colorado

Name:
Position:
Department:

Reactions

What is your reaction to alternative certification programs?

What has been the response of traditionally prepared students toward these alternative certification candidates?

Do you see that alternate route candidates create extra burden on administrators and supervisors?

Do you view the primary client of retraining to be the candidates or the districts which claim to have shortages?

Is the need for foreign language teachers in a locality well-documented to warrant alternative certification and retraining?

Evaluation

What areas do you see as in most need of improvement by the interns?

What are the interns' areas of strength?

What level of expectation do the interns have for their students? Does it need to be adjusted: If so, how?

Without the support of this grant project what can be done in the future to assist alternate certification candidates?

Comparisons

What is the quality of alternate route candidates in comparison to traditional student teachers?

Specifically, how would you compare the subject matter preparation of these two types of students?

Do you see alternative certification candidates as less, more or equally prepared for the stress of a first teaching job in comparison to traditionally prepared students?

Are alternative certification candidates more or less realistic in their assessment of their hiring potential?

Project Procedures

What role, if any, did you play in recruiting these alternative certification and retraining candidates?

How successful was the recruiting process?

Were any problems encountered regarding the selection and application procedures?

Were any negotiations required concerning the acceptable criteria of applicants by UNC and CDE?

Were the students able to take the classes needed in order to participate in the program in a logical and timely fashion?

Were there scheduling problems or conflicts?

How were the candidates evaluated throughout the project?

Were there any coordination problems between the Department of Foreign Language and Department of Education within UNC? If so, what were they?

Strengths and Weaknesses

What are the program's strengths?

What are the program's weaknesses?

What is the most difficult area faced by the candidates while interning?

What is the easiest area candidates encounter while interning?

Additional Comments

APPENDIX F

Resource Center Inventory

RESOURCE CENTER COLLECTION

BOOKS - Denver Public Library

ADDISON-WESLEY

Anderson, H. Languages and Children. 1988
Baker, G. Planning and Organizing for Multicultural Instruction.
Cantoni-Harvey, G. Content-Area Language Instruction. Reading, MA: Addison-Wesley Publishing Company, Inc., 1987.
Conner, U. (ed.) and R. Kaplan (ed.). Writing Across Languages. 1986.
Damen, L. Culture Learning. 1987
Dubin, F. (ed.) and D. Eskey (ed.) and W. Grabe (ed.) Teaching Second Language Reading for Academic Purposes. 1986
Higgins, J. and T. Johns. Computers in Language Learning.
Language Teaching. Vol. I and II.
Mertz, R. Computers in the Language Classroom. 1987
Mohan, B. Language and Content. Reading, MA: 1986
Penfield, J. The Media, Catalysts for Communicative Language Learning.
Savignon, S. Communicative Competence. 1983
Savignon, S. (ed) and M. Berns (ed.) Initiatives in Communicative Language Teaching. Vol. I and II.
Smith, S. The Theatre Arts and the Teaching of Second Languages.
Ventriglia, L. Conversations with Miguel and Maria.
Wright, A. 1000 Pictures for Teachers to Copy.
Yorkey, R. Talk-A-Tivities. 1985

BERTY SEGAL

Bassano, S. Look Who's Talking.
Dawalos, D. Activities to Expand Learning.
Krashen, S. and T. Terrell. Natural Approach.
Ralleanu, L. Le Francais - Intermediare.
Seeley, C. Espanol con Impacto.
Seeley, C. Live Action English.
Segal, B. We Learn English Through Action.
Segal, B. Teaching English Through Actions.
Segal, B. Part 2, Teaching English... Speaking, Reading, Writing.
Segal, B. L'Enseignment - Francais - L'Action.
Segal, B. Ensenando el Espanol.
Segal, B. Teaching Foreign Language - Speaking, Reading, Writing.
Segal, B. Apprenons Le Francais Au Moyen De L'Action.

COLORADO DEPARTMENT OF EDUCATION

Communicative Resources 1988: proficiency adaptations
Handbook of Proficiency Adaptations: French
Handbook of Proficiency Adaptations: German
Handbook of Proficiency Adaptations: Spanish
Situations Two: student activities arranged by content.

MISCELLANEOUS

A Guide to Curriculum Planning in Foreign Language, Frank Grittner, Wisconsin Dept. of Public Instruction, 125 S. Webster St., PO Box 7841, Madison, WI 53707-7841.
Culture Bound, Valdes. Cambridge Language Teaching Library.
EPFL Foreign Language, Phi Delta Kappan, P.O. Box 789, Bloomington, IN 47402-0789.
Teaching Foreign Language in Context. A Omaggio, Heinle and Heinle Publishing.
The Foreign Language Teacher's Suggestopedic Manual, Gordon and Breach Marketing Dept., P.O. Box 786 Cooper Station, New York, NY 10276.
The Modern Language Journal

NATIONAL TEXTBOOK COMPANY

ACTFL Professional Library Series.
Brown, Azarowicz, M., M. Golden, and C. Stannard. Yes! You Can Learn.
Danesi, M. Puzzles and Games in Language Teaching.
Gage, W., C. Hayes, and J. Ornstein. ABC's of Languages and Linguistics.
Grittner, F., and F. Laleike. Individualized Foreign Language Instruction.
Hammond, S. and W. Sims. Award-Winning Foreign Language Programs.
Kennedy, D. and W. DeLorenzo. Complete Guide to Exploratory Foreign Language Programs.
Linder, C. (ed.) and L. Peloquin. Oral Communication Testing.
Lipton, G. Practical Handbook to Elementary Foreign Language Programs.
Opportunities in Foreign Language Careers.
Opportunities in International Business.
Opportunities in Teaching Careers.
Rivers, W. Teaching French: A Practical Guide.
Rivers, W., M. Azevedo, and W. Heflin, Jr. Teaching Spanish: A Practical Guide.
Seelye, N. Teaching Culture.
Urzua, C. (ed.) and C. Kessler (ed.) and C. Hayes (ed.) Speak With a Purpose.
Your Career in the Foreign Service.
Your Career in the International Field.

SKY OAKS PRODUCTIONS

Asher, J. Learning Another Language Through Actions: Complete Teacher's Guidebook.
Asher, J. Brainswitching.
Blair, R. Innovative Approaches to Language Teaching.
Cabello, F. Total Physical Response in 1st Year Spanish.
Garcia, R. Instructor's Notebook: How to Apply TPR for Best Results
Marquez, N. Apriendo Con Movimientos: Me'todo TPR Espanol.
Marquez, N. L'Enseignement Par Le Mouvement.
Moskowitz, G. Caring and Sharing in the Foreign Language Class.
Silvers, S. The Command Book.
Woodruff, M. Comprehension - Based Language Lessons: Level I
Winitz, H. (ed.) The Comprehension Approach to Foreign Language Instruction

FILMS AND VIDEOS
Academic Media Services of University of Colorado at Boulder

AUDIOCASSETTES

German Art for the Day, Colorado Department of Education.

FILMS

La Maree et Ses Secrets, BBC Foreign Language Series, Films Incorporated.
Zarabanda, BBC Foreign Language Series, Films Incorporated.

VIDEOCASSETTES (3 minute vignettes on works of art)

Art for the Day: English version. Colorado Department of Education
Art for the Day: French version. Colorado Department of Education
Art for the Day: Spanish version I. Colorado Department of Education
Art for the Day: Spanish version II. Colorado Department of Education
French Alive! Heinle and Heinle Publishers.
French From Within. Heinle and Heinle Publishers.
Raconte-Moi La France Series, Regie Rhodanienne de Television
Spanish Alive! Heinle and Heinle Publishers.
Spanish From Within. Heinle and Heinle Publishers.
The World Says Welcome, Monterey Institute of International Studies.